



Primary Connections Early Stage 1

Weather in my world

Weather, its features and how it affects my daily life

RSCAM Early Primary Curriculum Pack 2

- Observe and describe features of the weather such as temperature, cloud cover, wind strength and rain using appropriate language and symbols
- Identify clothes that are suitable for particular weather conditions
- Identify activities that are suitable for particular weather conditions
- Describe changes in weather conditions with time and location

Northern Territory Curriculum Framework 2009

SI KGP 3

Learners explore, use and respond to changes to objects and events, and indicate preferences based on experiences.

EB KGP 3

Outcome:

Learners identify different aspects of their local environment and recognise that resources such as water and air are needed to support life.

Key Indicator:

describe how we take care of ourselves in different weather

Earth in space

- understand the sun gives out heat and light
- understand they need to wear hats and sunscreen when the weather is hot
- identify clothes that are suitable for different weather conditions
- observe and describe features of weather eg cloud cover, wind, rain
- recognise features of the sky, eg sun, clouds, stars and moon

SI KGP Band 1

Learners describe some ways that scientific activities affect their community. They focus on a problem using a familiar situation, responding to teachers' suggestions to carry out simple activities that require observation and sharing of observations.

EB Band 1

Outcome:

Learners understand how some features and changes in the observable environment, including the sky, influence life.

Key Indicator:

describe some of the changes that take place in their environment

Earth in space

- understand regular changes take place in their environment eg wet, dry, sunny cloudy
- understand different weather patterns can be associated with different seasons
- suggest features that accompany different weather phenomena, eg dark cloud build up before a thunder-storm

Primary Connections Stage 2

Spinning in space

Size and relative movement of Earth, Sun and Moon; day and night

RSCAM Primary Years Curriculum Pack 7

- Describe the shapes and sizes of the Sun, Earth and Moon
- Describe the apparent movement of the Sun across the sky from East to West
- Describe changes in shadows, and differences between day and night, and relates these changes to the spinning of the Earth
- Describe the shapes and sizes, positions and movements of the Sun, Earth and Moon
- Explain how day and night occur on Earth

Northern Territory Curriculum Framework 2009

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Learners describe some ways that scientific activities affect their community. They focus on a problem using a familiar situation, responding to teachers' suggestions to carry out simple activities that require observation and sharing of observations.

EB Band 1

Outcome:

Learners understand how some features and changes in the observable environment, including the sky, influence life.

Key Indicator:

describe some changes that take place in their environment

Earth in space

- understand that shadows are created by the sun and change during the day
- understand the moon does not always appear to be the same shape and sometimes cannot be seen at all
- describe the shapes and sizes of the sun, earth and moon
- observe and record patterns in shadows, eg recognise that their shadow changes in size and direction depending on the time of day

SI B Band 2

Learners explore and engage with science in their interests and activities within and beyond school. They collaboratively plan, conduct and report on investigations related to their questions about living and non-living things and events. Learners begin to understand that in a fair test there are variables and the investigator only changes one of these to get an answer to their question they follow instructions, collecting and making limited records of their findings, saying whether or not what happened was expected.

EB Band 2

Outcome:

Learners identify causes and effects of observable changes in their environment.

Key Indicator:

make common predictions about the common changes on earth and in our atmosphere

Earth in space

- understand some changes that take place on earth and in space are predictable, eg day and night, phase of the moon, seasons
- understand how day and night are caused by different sides of the earth facing the sun
- understand an object's shadow will move during the day according to the sun's movement
- describe the difference between day and night and relate this to the rotation of the earth
- observe, record and describe changes on earth and in space, eg phases of the moon
- investigate and describe the apparent movement of the sun across the sky and the way that the position of the sun can change the shape and length of shadows
- explore the relationship between distance and apparent size of objects, eg the sun is many times bigger than the earth but appears much smaller

SI Band 3

Learners apply their scientific understanding to make sense of their day-to-day experiences and interests. They are aware of the need for fair testing and the need to get more than one set of results in order to test their simple predictions (not guesses). They collect and organise numerical data and descriptive information using simple tables, diagrams and graphs; and identify main features, patterns and difficulties in the investigation.

EB Band 3

Outcome:

Learners identify patterns and cycles in different environments and space, *such as the phases of the moon* and the water cycle. They understand that t the environment can provide resources and can be affected by both natural forces and human action.

Key Indicator:

describe identifiable causes for some of the changes to the earth or atmosphere

Earth in space

- understand the earth is one of eight planets in our solar system that predictably revolve in orbit around the sun
- research current information from space exploration to build an understanding of objects in the solar system, eg use TLF Learning objects to investigate phases of the moon and represent the cycle

Key

SI = Science as Inquiry
EB = Earth and Beyond Science strand
Coloured text = Learners know and understand that...
Black text = Learners are able to...
RSCAM = Remote Schools Curriculum and Assessment Materials
Learning Links portal: <https://portal.ntschoools.net/sites/LearningLinks/default.aspx>

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Primary Connections Stage 1

Water works

Water as a natural resource: using water responsibly

- Identify and describe uses of water
- Identify sources of water
- Identify an action that can help to conserve water
- Describe a way of transferring water from its source to its point of use
- Identify actions that can be taken to conserve water

Northern Territory Curriculum Framework 2009

SI KGP 3

Learners explore, use and respond to changes to objects and events, and indicate preferences based on experiences.

EB KGP 3

Outcome:

Learners identify different aspects of their local environment and recognise that resources such as water and air are needed to support life.

Key Indicator:

describe different ways we use water and air

Earth's resources and sustainability

- understand they use resources from the earth
- identify ways they use the earth's resources, eg water for drinking and washing

SI KGP Band 1

Learners describe some ways that scientific activities affect their community. They focus on a problem using a familiar situation, responding to teachers' suggestions to carry out simple activities that require observation and sharing of observations.

EB Band 1

Outcome:

Learners understand how some features and changes in the observable environment, including the sky, influence life.

Key Indicator:

identify how people use resources in/from their environment

Earth's resources and sustainability

- understand the earth provides a variety of environments and resources that humans can enjoy and use
- identify sources of water and describe how they are used
- identify actions that can help to conserve resources such as water

SI Band 2

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EB Band 2

Outcome:

Learners identify causes and effects of observable changes in their environment.

Key Indicator:

identify natural and man-made changes that have occurred in their local environment

Earth's resources and sustainability

- understand living things, including themselves, depend on the earth for water , air and other resources
- understand different types of resources can be conserved, reused and recycled eg water
- investigate the different ways that humans use resources from the earth and the impact this has on the earth and our environment
- explain different ways that they care for their environment and why these are important, eg water conservation, recycling

Primary Connections Stage 3

Earthquake explorers

Sudden changes to the Earth's surface caused by tectonic plate movement (eg earth- quakes)

RSCAM Primary Years Curriculum Pack 11

- Explain that the Earth's surface is composed of tectonic plates that move
- Identify how tectonic plates push into each other, pull apart from each other and slide past each other
- Describe the scales that are used to measure earthquake magnitude and intensity
- Identify how tectonic plates push into each other, pull apart from each other and slide past each other, energy builds up as stress in the plates
- Explain how the sudden release of energy causes movement of the ground which results in damage to buildings and structures
- Explain why most large earthquakes occur at the edge of tectonic plates

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EB Band 3

Outcome:

Learners identify patterns and cycles in different environments and space, such as the phases of the moon and the water cycle. They understand that the environment can provide resources and can be affected by both natural forces and human action.

Key Indicator:

describe identifiable causes for some of the changes to the earth or atmosphere

Earth in space

- understand the earth is affected by powerful forces such as earthquakes, volcano eruptions, cyclones and tsunamis
- describe the impact of earthquakes, volcano eruptions, cyclones and tsunamis on human life
- interpret a model or diagram to explain the structure of the earth

SI Band 4

Learners consider the impact of applications of science and technology on themselves, society and the environment. They plan and conduct different types of investigations, taking account of the main variables; collect data using repeat trials or replicates; present data in appropriate formats, interpret patterns in data or information prepared in different formats; and make general suggestions for improving the investigation.

EB Band 4

Outcome:

Learners explain phenomenon such as the phases of the moon and the seasons. They use scientific ideas to explain how interactions and changes may impact on the earth and beyond.

Key Indicator:

use models to demonstrate the relationship between the earth, moon and sun

Key Indicator:

compare some processes that occur over a shorter time scale with some that take longer

Earth in space

- understand the earth's changes occur over different time scales, day and night, seasons, geological time
- understand movements of tectonic plates on the earth can cause the formation of mountains, earthquakes and volcanoes
- movements of tectonic plates on the earth can cause the formation of mountains, earthquakes and volcanoes
- study landscape features in their local environment and research in their local environment and research how they were formed, eg fold mountains
- use models and diagrams to explain the formation of earthquakes and volcanic eruptions